

# Prevention-Mitigation

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# Overview of Session

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- Discuss key messages, definitions and examples of Prevention-Mitigation phase
- Identify key components of Prevention-Mitigation:
  - Collaboration
  - Safety and security needs assessment
  - Hazard analysis
- Next steps
- Practice Prevention-Mitigation techniques
- Questions?



# Key Messages

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- The Prevention-Mitigation phase is designed to assess and address the safety and integrity of facilities, security and culture and climate of schools
- Prevention-Mitigation builds on what schools are already doing
- Schools need to take an all-hazards approach when assessing risks and vulnerabilities
- Prevention-Mitigation is an ongoing process that is directly linked to the other three phases of emergency management
- Strong community partnerships and leadership support facilitates a more comprehensive Prevention-Mitigation strategy



# Phases of Emergency Management



# What is the Prevention-Mitigation Phase?

- Prevention is the action(s) schools and districts take to decrease the likelihood that an event or crisis will occur
- Mitigation is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented
- GOAL: Assess and address the safety and integrity of facilities, security and culture and climate of schools to ensure a safe and healthy learning environment



# Prevention Examples

- Communication procedures for staff, parents, students and the media
- Current efforts being implemented by the school:
  - Wellness activities (mental health services, alcohol prevention, etc.)
  - Bullying prevention programs
  - Safety procedures such as hazardous weather drills
- Established and current policies that are related, but not limited, to:
  - Food preparation
  - Mail handling
  - Building access
  - Student accounting
- Assessments related to threat, physical infrastructure and culture and climate



# Mitigation Examples

- Bolting bookshelves to the wall
- Fencing hazardous areas
- Anchoring outdoor equipment that could become a flying projectile
- Applying Crime Prevention Through Environmental Design (CPTED) principles to school grounds and structures



# What is Crime Prevention Through Environmental Design (CPTED)?

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- The three principles of the CPTED program are:
  - Natural surveillance – the ability to easily see what is occurring in a particular setting
  - Natural access control – the ability to restrict who enters or exits an environment
  - Territoriality-maintenance – the ability to demonstrate ownership of and respect for property
- More information on CPTED is available at [www.edfacilities.org/rl/cpted.cfm#10905](http://www.edfacilities.org/rl/cpted.cfm#10905)





# Good CPTED Examples



# Prevention-Mitigation: Key Components

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- Collaborate and build relationships with partners
- Conduct a safety and security needs assessment:
  - Become familiar with available resources
  - Understand the environment
- Analyze hazards
- Take next steps



# Building Relationships

- Establishing teacher/student relationships
- Building trust among school staff, students and parents
- Finding ways for students to be “connected” to the school—during and after the school day
- Establishing a welcoming school climate and culture



# Partner Collaboration Considerations

- Invite community partners to be part of the planning process
- Work closely with emergency managers as mitigation of community hazards may be beyond the control of school officials
- Involve regional, local and school-based leaders
- Generate broad based support in the Prevention-Mitigation phase, this helps create “buy-in” for the entire emergency management process





# Safety and Security Needs Assessment: Available Resources

Prior to conducting a safety and security needs assessment, schools and districts should gather current resources including, but not limited to:

- Previous assessments:
  - City or county vulnerability assessments
  - Facility assessments, e.g., Crime Prevention Through Environmental Design (CPTED)
  - Culture and climate assessments
- Relevant and recent data:
  - School specific incident data
  - School climate and culture data
  - Community hazard profile



# Safety and Security Needs Assessment: Understanding the Environment

Assessments should be comprehensive and address hazards or risks in the following settings:

- School-based
  - Negative school climate perceptions
  - Obstructed pathways, unsafe playground equipment
- District-wide
  - Unclear or outdated school policies and procedures
- Surrounding neighborhood
  - High crime rates
  - Next to an intersection with heavy truck traffic
- Greater community
  - Nearby nuclear power plant, located on a fault line







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# Safety and Security Needs Assessment: Identify Hazards

A comprehensive emergency management plan should address all-hazards, including, but not limited to:

- *Natural* – Earthquakes, tornados, floods
- *Technological* – Power outages, nearby nuclear plant
- *Infrastructure* – Roads and bridges, utilities
- *Nonstructural* – Portable room dividers, bookshelves, suspended ceilings and light fixtures
- *Man-made* – Hazardous materials release, terrorism
- *Biological* – Pandemic influenza, contaminated food
- *Physical wellbeing* – Broken bones, suicide
- *Student culture and climate* – Bullying, drugs, violent behavior



# Safety and Security Needs Assessment: Profile Hazards

When developing a hazard profile, schools should

Consider questions, such as:

- *Frequency of occurrence* – How often is it likely to occur?
- *Magnitude and potential intensity* – How bad can it get?
- *Location* – Where is it likely to strike?
- *Probable geographical extent* – How large an area will be affected?
- *Duration* – How long could it last?
- *Seasonal pattern* – What time of year it is more likely to occur?
- *Speed of onset* – How fast will it occur?
- *Availability of warnings* – How much warning time is there? Does a warning system exist?





# Hazard Analysis: Determine Vulnerability and Risk

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- Vulnerability is the susceptibility of life, property or environment
- Risk is the probability of suffering loss or injury from the impact of a hazard:
  - Creating a risk analysis matrix is one means of graphically representing risk



# Risk Matrix Example

| Probability | High   |     |        | Hurricane<br>Tornado |
|-------------|--------|-----|--------|----------------------|
|             | Medium |     | Flood  | Violence             |
|             | Low    |     |        | Hazmat<br>Spill      |
|             |        | Low | Medium | High                 |
| Severity    |        |     |        |                      |



# Take Action

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Some suggested Prevention-Mitigation action items and next steps:

- Connect with partners
- Review audits and data
- Assign or determine responsibility
- Encourage participation of all partners
- Assess problems
- Conduct an assessment with all partners
- Implement necessary changes



# Summary

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- Prevention-Mitigation is a continual process
- Schools are already involved in creating safe learning environments—Prevention-Mitigation builds on these efforts
- Both physical facilities and social/emotional needs of students and staff must be considered prior to the occurrence of an incident or event
- Prevention-Mitigation involves establishing key community partnerships and assessing and addressing identified safety and security needs



# Interactive Activity







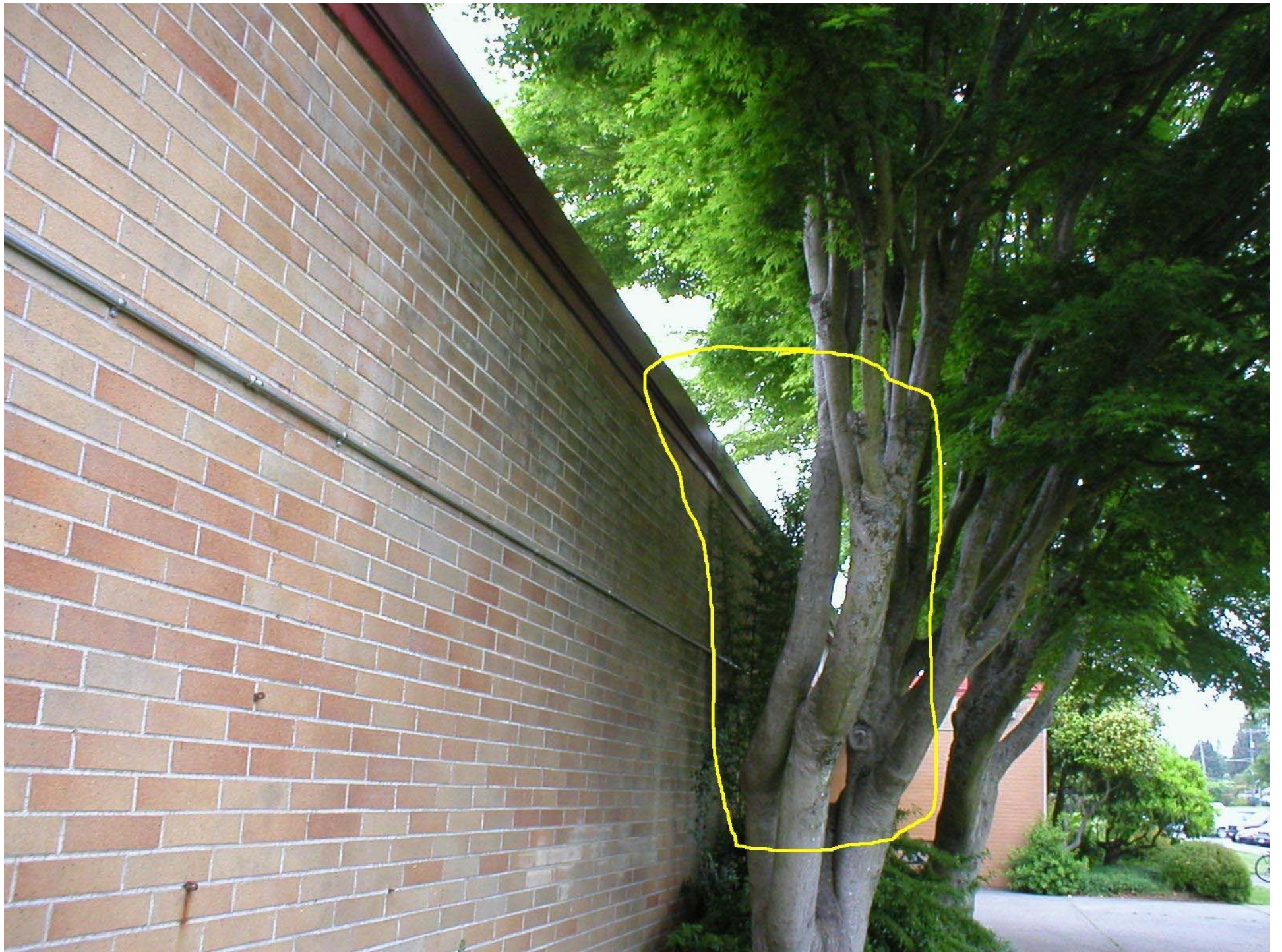






















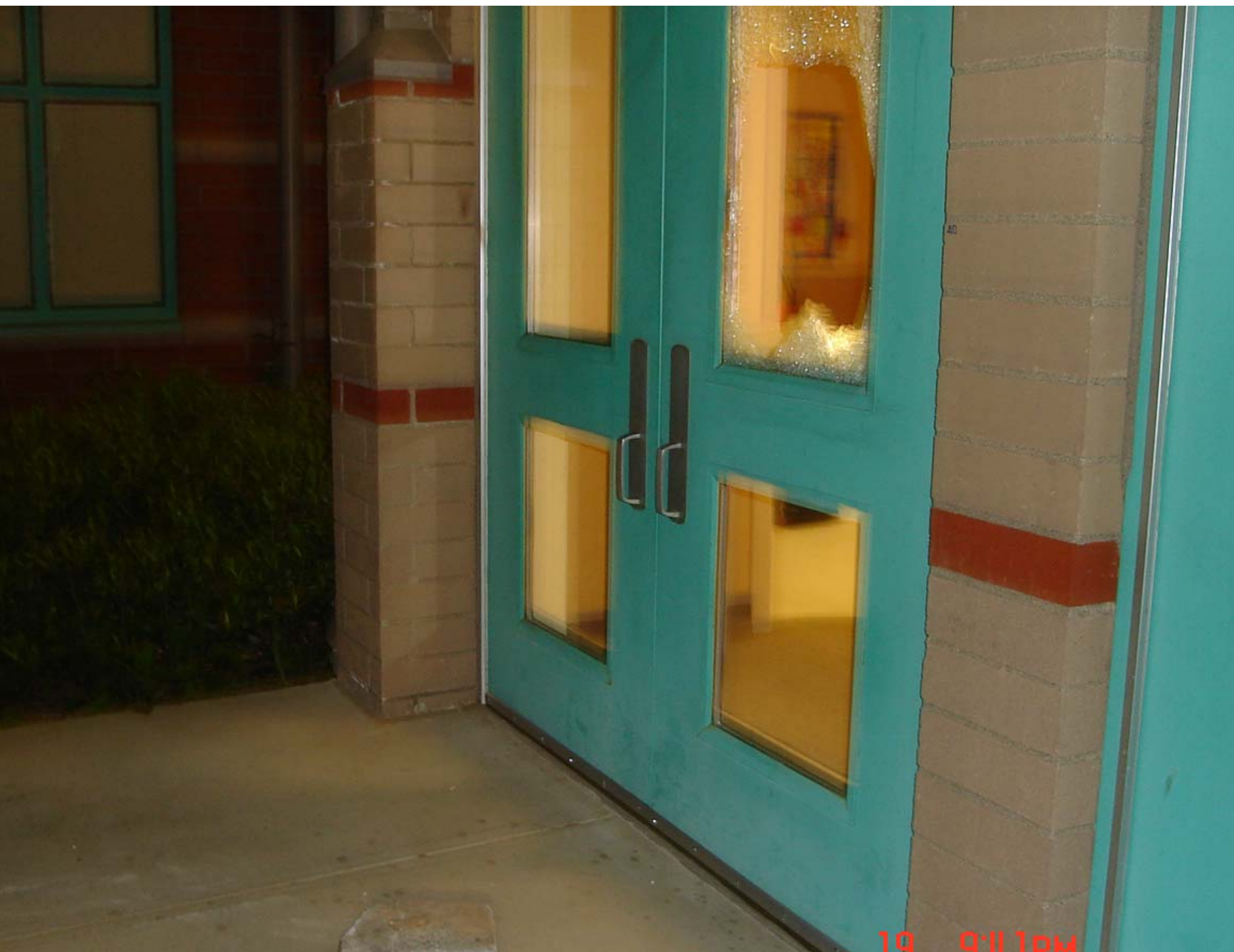
















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TIEMPO AL ESTAR EN  
PROPIEDAD ESCOLAR.

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Weapons of any type.

Skateboards, bicycles, roller skates  
or motor vehicles.

Profane language.

Loitering.

Climbing on buildings or fences.

Model airplanes or rockets.

Dogs or Horses.

Golf.

Littering.

Alcohol, drogas ó narcóticos.

Armas de cualquier tipo.

Patinetas, bicicletas, patines  
ó vehículos de motor.

Lenguaje profano.

Vagancia.

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# THANK YOU!!!

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